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ABSTRACT

The San Luis Valley Bilingual Bicultural Program was begun in 10 schools at the kindergarten level. Each year the next higher grade was to be implemented until the program was in existence from K-4. During 1972-73, there were 1,092 kindergarten and first grade children and 86 teaching staff participating in the program. Its primary goal was bilingual education (successful educational achievement using two languages proficiently, but acknowledging English as the basic language of instruction). Components considered essentail in order to meet the children's needs were: (1) the basic concepts taught in the child's home language; (2) language development provided in the second language; (3) development of self-image, success, and positive identity of his culture; and (4) subject matter and concepts taught in both languages. The Tests of Basic Experiences Levels K-L were administered to 325 students (137 in kindergarten and 188 in first grade) in September and again in April of the 1972-73 school year. Pretest scores were used to determine the strengths and weaknesses of both individual students and the total class. Posttest scores were used to determine the children's progress throughout the school year. Findings showed that all activities scheduled and conducted as prescribed for the year were successfully achieved. (NQ)

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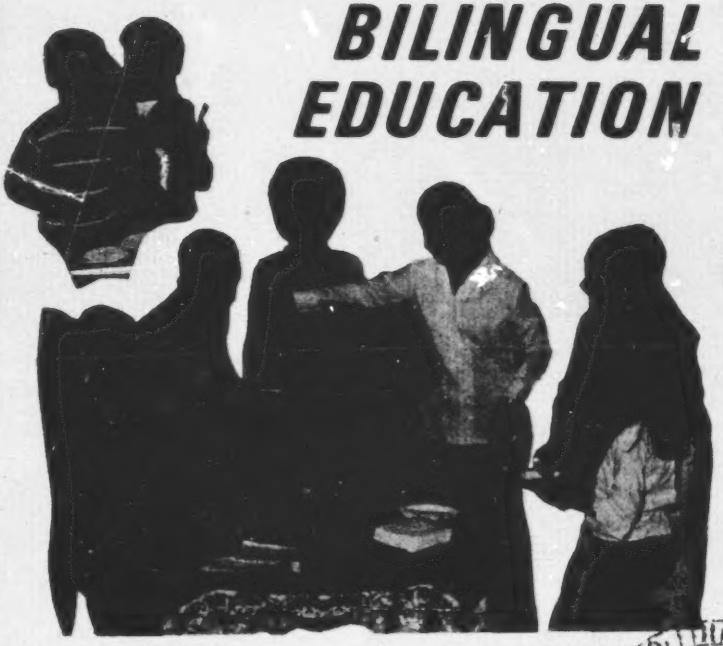
School Year
1973-1974

Happiness is

BILINGUAL EDUCATION



for the children in the
San Luis Valley Schools

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* A MESSAGE FROM THE DIRECTOR *

Our optimistic outlook for the school year 1972 73 was in many cases surpassed by the individual results accomplished. We, the staff, are indeed thankful to the parents, teachers, and teacher aides for the wonderful opportunity given to the children in the program.

We are grateful to Dr. Cecilio Orozco, Highlands University, Las Vegas, New Mexico; Dr. Dolores Gonzales, Emelina Pacheco, University of New Mexico, Albuquerque, New Mexico; Dr. Carlos Saavedra, Albuquerque Public Schools, Albuquerque, New Mexico; George Gonzales, Pan American University, Edinburg, Texas; Joe Cordova, Southern Colorado State College, Pueblo, Colorado; Atilano Valencia, Department of Education, Highlands University, Las Vegas, New Mexico; Juan Martinez, Carrascolendas Program, Austin, Texas; Manuel Andrade, Denver Public Schools, Denver, Colorado; Linda Guest, Bandini Schools, Los Angeles, California; Miles Zintz, Albuquerque, New Mexico; Ernie Andrade, Johnstown, Colorado; Lawrence Gomez, Adams State College, Alamosa, Colorado; Bobby Santiago, Albuquerque, New Mexico; Bernie Martinez, Colorado State Department of Education, Denver, Colorado; Conrad Romero, Colorado State Department of Education, Denver, Colorado. Special thanks go to Dr. Dorothy Waggoner, Program Officer, Bilingual Programs, U.S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. who made a special effort to visit our classrooms in the San Luis Valley. Also to Mr. Frank Cupp, Contracting and Grants Officer, Denver, Colorado.

In conclusion I extend a standing personal invitation to visit the classrooms in the following schools: Center - Monte Vista - Sierra Grande - San Luis - Sanford - La Jara - Romeo - Antonito.

* UN MENSAJE DEL DIRECTOR *

Nuestra perspectiva optimista para el año 1972-73 fué en muchos casos sobresaliente por los resultados individuos ejecutados. Nosotros, el personal de oficina, estamos seguramente agradecidos de los padres, maestras, y ayudantas por la gran oportunidad dada a los niños en el programa.

Estamos agradecidos al Dr. Cecilio Orozco, Highlands University, Las Vegas, New Mexico; Dra. Dolores Gonzales, Emelina Pacheco, University of New Mexico, Albuquerque, New Mexico; Dr. Carlos Saavedra, Albuquerque Public Schools, Albuquerque, New Mexico; Joe Cordóva, Southern Colorado State College, Pueblo, Colorado; Atilano Valencia, Department of Education, Highlands University, Las Vegas, New Mexico; Juan Martinez, Carrascolendas Program, Austin, Texas, Manuel Andrade, Denver Public Schools, Denver, Colorado; Linda Guest, Bandini Schools, Los Angeles, California, Miles Zintz, Albuquerque, New Mexico; Ernie Andrade, Johnstown, Colorado; Laurence Gomez, Adams State College, Alamosa, Colorado; Bobby Santiago, Albuquerque, New Mexico, Bernie Martinez, Colorado State Department of Education, Denver, Colorado; Conrad Romero, Departamiento de Educación, Denver, Colorado. Le damos gracias especiales a la Dra. Dorothy Waggoner, oficial de programas, oficina de Educación, departamiento de salud, Educación y bien estar, Washington, D. C. quién hizo especial esfuerzo para visitar nuestros salas de clase en el valle de San Luis. También, al señor Frank Cupp, oficial de contratos y otorgar, Denver, Colorado.

En conclución, yo les extendo una invitación personal que visiten las salas de clase en las siguientes escuelas: Center - Monte Vista - Sierra Grande - San Luis - Sanford - La Jara - Romeo - Antonito.

Felix García, Director
Bilingual-Bicultural Program
San Luis Valley BOCS
Box 94, Adams State College
Alamosa, Colorado 81102

Phone: 589-2536

The San Luis Valley Bilingual Bicultural Program was instituted in 10 schools at the level of Kindergarten. The following year the next higher grade will be implemented until the program will be in existence at levels Kindergarten through fourth grade. There are 1092 children and 86 teaching staff in the program (one of the largest in the nation).

Prior to the creation of Title VII--ESEA under the Bilingual Education Act of 1967, little had been initiated in the San Luis Valley about recognizing that the method of Bilingual-Bicultural instruction is logical and imperative for the teaching of the Spanish and English speaking children who share the heritage of the cultural and bilingual southwest.

In the spring of the year 1971, the San Luis Valley Board of Cooperative Services initiated the first step in establishing a bilingual program and was funded by the Department of Health, Education and Welfare, Washington, D. C. The granting of this proposal was the beginning of a new era for a better education in the San Luis Valley.

Bilingual Education is the use of two languages, one of which is English, as mediums of instruction. Both languages must be used as mediums of instruction for the same pupil population in a well organized program which encompasses part of all of the curriculum.

El programa bilingüe bicultural del Valle de San Luis fué instituido en diez escuelas en el nivel Kinder. Cada año siguiente el próximo grado será implementado hasta que el programa estará en existencia desde el Kinder hasta el cuarto grado. Hay mil noventa y dos niños y ochenta y seis maestras y ayudantas en el programa (Uno de los mas grandes de la nación).

Antes de que se descretara el Título VII -- ESEA bajo la ley para la edución Bilingüe de 1967, poco se había iniciado en el valle de San Luis sobre el reconocimiento de que el método de instrucción bilingüe-bicultural es lógico y necesario para la enseñanza de aquellos niños de habla hispana, así como los de habla inglesa, que comparten la herencia bilingüe del suroeste.

En la primavera del año 1971, el directorio del San Luis Valley Board of Cooperative Services inició el primer paso en establecer un programa bilingüe y fué fondado por el departamiento de Salud Educación, y Bienestar de Washington, D. C. La aprobación de este propuesto fué la empieza de una época nueva para mejor educación en el valle de San Luis.

La educación bilingüe es el uso de los dos idiomas, uno de los cuales es el inglés, como medio de instrucción. Ambos idiomas deben ser usados come medio de instrucción para todos y cada uno de los alumnos inscriptos en un programa bien organizado el cual incluye parte o todo un plan de las asignaturas.

PHILOSOPHY AND OBJECTIVES

We firmly believe in the children knowing and feeling that they are o.k., because the teacher, the other children, and the school tell them so and when the school says this, the rest of society must support it. These children are meeting success early in life by being venturesome and by the teachers changing from a corrective to a receptive agent. This implies that the child's vernacular is accepted without question when he expresses himself freely. Teachers must understand that children are going to experience a variety of different feelings. They will feel frustration, not wanted, anger, embarrassment, and yes, joy. Children will express these feelings in context and from unexpected frames of reference. Therefore, we must respect the child's explanation of things and his reality, who he is, and where he comes from.

We must comply with guidelines set forth by Congress: To meet the special educational needs of children 3 to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. The concern is for children in this target group to profit from increased educational opportunity through the use of their mother tongue as a medium of instruction and to develop greater competence in English to become more proficient in the use of two languages which should result in a more broadly educated adult.

Bilingual education is a most exciting and a most promising trend in the educational endeavors. For the children in the San Luis Valley it has blossomed to a successful atmosphere for both the mono-lingual English speakers and the non-English speakers. The non-English speakers are certainly able to understand and acquire performance skills which are so tremendously important in their early life. The beautiful experience that they encounter is that of being successful and the feeling of being a contributing aspect to the classroom and their peers. They teach each other, they learn of each other's culture, and they learn to appreciate and understand others better. They become proficient in their vernacular and become true bilingual-bicultural citizens during the sensitive time of their learning experience. The early experience in bilingual-bicultural education can bring about a truly humanistic spirit for all concerned. In order to participate in a society which is different from his, he has to equip himself with the language and culture to achieve this goal. Therefore, we have to make available these ingredients which will improve his intellectual capacities of his primary language while enriching his skills in the second language. Consequently, we know that language and culture are inseparable. This is the best way to be both educational and entertaining. To do this well, we ask teachers to be patient with their students. Patience plays a tremendous role in the child's whole being.

just being patient and repeating over and over again all the necessary conceptual skills to making a well-learned individual. It behooves teachers to teach individuals to learn to enjoy reading, writing, etc. If the teacher is patient, sincere, and understanding, it is certain that the student will learn many things with facility.

We cannot expect children to struggle to learn in a language they find unfamiliar or inadequate. Therefore, the vernacular, be it English or Spanish, has to be respected, maintained, developed and strengthened. This facilitation of teaching is conducive to a tool used explicitly for learning.

We have been confronted with these questions periodically:

1. When will I have time to teach everything that is required of me?
2. Will this retard a child more by having to learn two languages?
3. If you teach a non-English speaking child in his own language, when is he going to learn English? When is he going to become Americanized?
4. Can the poor urban child (English monolingual) really learn Spanish?

FILOSOFÍA Y OBJETIVOS

Nosotros creemos firmemente en que los niños sepan y sientan que son buenos, porque la maestra, los otros niños, y la escuela les dice esto, y cuando la escuela dice esto, los de más de la sociedad deben de soportarlo. Estos niños encuentran éxito temprano en la vida siendo venturosos y por el cambio de la maestra de un agente correctivo al receptivo. Esto quiere decir que el vernacular del niño es aceptado sin cuestión cuando expresa libremente su si mismo. Las maestras deben entender que los niños van a experenciar una variedad de sentimientos diferentes, ellos sentirán contratiempos, no ser anhelados, angostia, vergüenzas, y sí, felecidad. Los niños se expresarán de estos sentimientos en contexto y sin atenerse a ninguna referencia. Por lo tanto, tenemos que respetar la explicación de cosas y su realidad, quien es el, y de donde viene.

Tenemos que condescender con las guias expuestas por el congrejo: para encontrar los menesteros educacionales de niños de 3 a 18 años de edad quienes tienen habilidad limitada en el inglés y que vienen de un ambiente donde el idioma dominante es otro que inglés. El concernimiento es por los niños en éste grupo a aprovechar de oportunidades educacionales aumentadas por el uso de su idioma materna como un medio de instrucción y desarrollar gran competencia en inglés para llegar a ser más capáz de usar los dos idiomas cuyo debe resultar en un adulto más educado.

La educación Bilingüe es una tendencia más excitada y más prometida en los esfuerzos educacionales. Para los niños en el valle de San Luis ha enflorecido a un atmosferio de éxito para ambos monolingüe de hable inglés y los que no hablan inglés. Los que no hablan inglés ciertamente son capaces de entender y adquirir destrezas son tan importante en su vida niñez. La experencia hermosa que encuentran es esa de tener gran éxito y el de sentir de haber sido un aspecto contribuyo a la clase y a sus igual. Se enseñan unos a los otros, aprenden de la cultura, y aprenden a apreciar y a entender a otros mejor. Se hacen proficiente en su vernáculo y llegan a ser verdaderamente bilingües--biculturales cuidadanos durante el tiempo sensativo de su experiencia de aprendizaje. La experiencia en la educación bilingüe-bicultural puede traer un verdadero espiritu humanistico para todos. Para participar en una sociedad cuya es diferente a la suya, el tiene que equiparse con el lenguaje y la cultura para ejecutar este fin. De modo que, tenemos que aprovechar estos ingredientes cuales mejorarán sus capacidades intelectuales de su primer idioma mientras enriquesiendo sus destrezas en su segunda idioma. Consecuentemente, sabemos que la idioma y la cultura son inseparables. Éste es el mejor modo de ser ambos educacional y divertido. Y para hacer esto bien, les pedimos a las profesoras que sean pacientes con sus alumnos. La paciencia juega un tremende papel en el ser total del niño, no más ser paciente y repitiendo repetidas veces todos los destrezos conceptuales necesarios para hacer un individuo bien erudicionado. Se atañerle a las profesoras a enseñar individuos a aprender a disfrutar de leer, escribir, etcetera. Si la profesora es paciente, sincera, y entendida, es cierto que el alumno aprenderá muchas cosas con facildez.

No podemos contar con que los niños luchen a aprender en un lenguaje que ellos hallan no conocido u inadecuado. Por lo tanto, el vernacular, sea o inglés o español, tiene que ser respetado, apoyado, desarrollado, y fortificado. Esta facilitación de ensenañza es conduciva a una herramienta usada explicitamente para aprender.

Hemos sido confrontados con estas preguntas periódicamente:

1. ¿Cuándo tendré bantante tiempo para enseñar todo lo que se requiere de mi?
2. ¿Atrasará esto al niño más por tener que aprender dos idiomas?
3. ¿Si enseñas a un niño que no sabe el inglés en su idioma, cuándo va a aprender el inglés? y cuándo se va a ser Americano?
4. ¿Puede el pobre niño urbano (monolingüe ingles) deveras aprender el español?

To all of the above questions and others, we have been able to show results that are very positive in the enhancing of a better type of education in the three desired areas: the cognitive, the effective, the psycho-motor development.

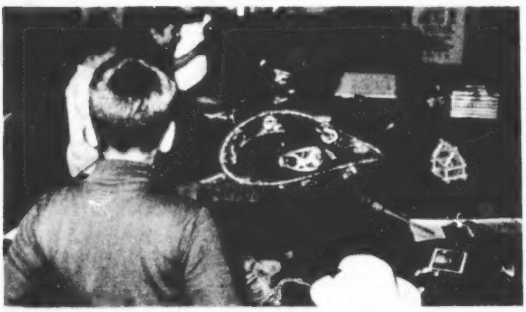
We must remember and give credit to these children that perceive reality through their language. We know that as a person forgets his native language, a part of this person dies and a part of that reality ceases to exist. Yet in the new language he still does not have depth, and becomes like a cardboard person. It is known that even people who speak a dialect of English, lose something of their personality when they forget it and learn standard English. Our government has dedicated itself towards the progression of educating bilinguals, trilinguals, etc., realizing that we were depriving the nation of a wonderful resource. We are slowly improving the thinking of some educators, parents, and others. We need more dedicated people, more bilinguals, more salesmen, and more ambassadors of Bilingual-Bicultural Education.

We feel that we are helping all children to learn to read and enjoy learning, to meet and enjoy success, to enhance understanding of others, and to become proficient in more than one language. Therefore, our sincere thanks and acknowledgement go to our administrators, school boards, State Department personnel, teachers, teacher aides, parents, community people, consultants, Adams State College, Headstart programs, special education personnel, Migrant Council, Colorado Rural Legal Service, Bilingual Task Force, Materials Acquisition Project in San Diego, California, an outstanding group of consultants, and many others who have helped our staff and project. We the office staff and the children in Bilingual-Bicultural Education send our blessings to you.

A todas las preguntas apuntadas y otros semejantes a estas, hemos podido enseñar resultos positivos en la enseñanza y que aumentan un tipo mejor de educación en los tres areas deseadas: el cognitivo; el afectivo; el desarrollo psico-motor.

Tenemos que recordar y dar crédito a los niños que perciben la realidad a través de su idioma, sabemos que así cuando una persona olvida su idioma nativa, una parte de su persona muere y una parte de esa realidad acaba de existir. Sin embargo en la idioma nueva el todavía no tiene profundidad, y llega a ser una persona de cartón. Se sabe que hasta gente que habla un dialecto de inglés, pierde algo de su personalidad cuando la olvidan y aprenden el inglés normado. Nuestro gobierno se ha dedicado al progreso de educar bilingües, trilingües, etcetera. realizando que estabámos despojando a la nación de un medio asombroso. Estamos mejorando el pensar de algunos profesores, padres, y otros. Ocupamos más gente dedicada, más bilingües, más vendedores, y más embasadores de educación bilingüe-bicultural.

Sentimos que les estamos ayudando a todos los niños que aprendan a leer y que les alegre el aprendizaje, a encontrar y que les alegre el éxito, a elevar el entendimiento de otros, y ser hábil en más de una idioma. Por esto, nuestras sinceras gracias y van a nuestros administradores, bordes, personajes del estado, profesoras, para-profesoras, padres, gente de la comunidad, consultantes, profesores del Colegio Adams State, programas del Headstart, personajes del educación especial, el concilio de migrantes, Servicio Legal Rural de Colorado, Cuadrilla de trabajodores Bilingüe, proyecto ocüicicion de materiales en San Diego, California, y otros quienes han ayudado a nuestro cuerpo y a nuestro proyecto. Nosotros los del cuerpo de oficina, y los niños en la educación bilingüe-bicultural les mandamos nuestras bendiciones.



A Rationale for Bilingual Schooling

Present bilingual schooling is not only inadequate in extent but also in quality. The rate of school failure has been traditionally high among the disadvantaged Spanish-speaking Mexican Americans of the Southwest, the French speakers of Louisiana, American Indians, Eskimos, etc.

American children who speak a non-English tongue generally fall into two groups. Either they are markedly advantaged -- that is, their possession of another language correlates with high socioeconomic status and high educational achievement -- or they are markedly disadvantaged. The latter group constitutes by far the majority. Among them, possession of another language correlated with low socioeconomic status, low educational achievement, and ethnicity.

Is bilingual schooling an oasis or a mirage? it looks as if it has everything in its favor except public understanding. Ultimate success may well depend upon the quality of initial bilingual programs. If these do not exhibit a sufficient quality to recommend them beyond question to critical observers, the present period of popularity will quickly die, and bilingual schooling will be discredited.

Several hazards exist, the first and most obvious one being that nine out of ten Americans are monoglots. For a monoglot, it is very tempting to believe all other Americans should be monoglots also. Often the suspicion lurks that learning of a second language is a threat to the learning of English.

A second difficulty is caused by the fact that many laymen do not understand the difference between a first language or mother tongue and a second language. This lack of understanding is shown by many educators who expect all children, regardless of cultural background, to perform in English as though it were their mother tongue.

We must teach our children the language skills in the order they are supposed to be learned. They must learn to understand, speak, read, and write. We must motivate and encourage all disadvantaged children by the use of their vernacular and interesting materials to enhance their self image. We must understand the relationship of their language to their culture in order to teach intercultural harmony.

By using a bilingual approach and realizing that the mother tongue is the best developed language medium in which to learn to read and write, educators hope to educate children who have a literate command in their mother tongue and insure them of their pride of identification with their ancestral culture.

Our Primary Goal:

Bilingual Education is successful achievement by children of the educational process using two languages, to develop proficiency in both, but acknowledging English as the basic language of instruction and to assure success in mastery by all children in school.

The following components are essential in developing a program to meet the needs of children:

A. The basic concepts are taught in the child's language of the home.
B. Language development is provided in the second language.
C. Develop self-image, success, and positive identity of his culture.
D. Subject matter and concepts are taught in both languages.

Una Exposición Para Educación Bilingüe

Al presente la educación bilingüe no salamente es inadecuada en extención sino en calidad también.. La proporción del fracaso escolar ha sido tradicionalmente elevado entre los desventajados de habla Español Mejicano-Americanos del suroeste, los de habla Francés de Louisiana, Indios Americanos, Esquimales, etcetera.

Niños Americanos quienes hablan una lengua no inglés generalmente caen en dos grupos. O son marcados desventajados -- eso es, su poseción de otra lengua tiene correlación con su estado socio económico y ejucación educacional elevados -- o son marcadamente desventajados. El grupo posterior consitue por lo mas la mayoría. Entre ellos, la poseción de otro lenguaje tiene correlación con estado bajo socioeconómico. Un estado bajo de ejucación educacional, y etnicidad.

¿Es educación bilingüe un oases o un espejismo? Parece tener todo en su favor excepto el entendimiento público. El último éxito más bien puede depender en la calidad de los programas bilingües. Si estos no exhiben suficiente calidad para que sean recomendados mas alla de la cuestión a los observadores criticales, el periodo de popularidad morirá rápidamente, y la educación bilingüe será descreditada.

Varios arriesgos existen, el primer y el más evidente es el de que nueve de diez Americanos son monoglotos. Para un monogloto, es muy inducivo creer que todos otros Americanos deben también ser monoglotas. A menudo la suspición oculta que el aprendizaje de una segunda idioma es una amenaza al aprender el inglés.

Una segunda dificultad es causada por hecho que muchos seglados no entienden la diferencia entre un primer idioma, o lengua volgar y una idioma secundaria. Esté falto de entendimiento de muchos educadores que fián que todos niños, indiferente de lontananza cultural, que ejecuten en inglés como si fuera su idioma.

Debemos enseñar a nuestros niños las destrezas en orden que deben ser enseñados. Ellos deben aprender a comprender, hablar, leer, y escribir. Debemos estimular y animar todos los niños desventajados usando su lengua vulgar y dándoles materiales interesantes para zumentar buena opinión de si mismo.

Debemos entender el parentesco de su idioma a su cultura para ser cápaz de enseñar harmonía entrecultural.

Utilizando el acceso bilingüe y realizando que la lengua vulgar es el mejor medio para aprender a leer y escribir, educadores desean educar niños quienes tienen dominio de la idioma y asegurarles su orgullo de identificación con su cultura hereditario.

Nuestro Objeto Primario:

Educación biiingüe es ejecución salida bien por los niños del proceso educacional, usando dos idiomas, para desarrollar habilidad en ambos, pero reconociendo el inglés como el idioma de instrucción básica y asegurar éxito en dominio por todos los niños en la escuela.

Los siguientes componentes son esenciales en el desarrollo de un programa para hacer frente a las necesidades de los niños:

A. Los conceptos básicos se enseñan en el idioma del domicilio del niño.

B. El desarrollo del lenguaje es proneido en la segunda idioma.

C. Desarrollar imagen de si mismo, éxito, y identífico positivo de su cultura.

D. Materia contenida y conceptos enseñados en las dos idiomas.

The Challenge

As educators we are becoming increasingly aware of the responsibility to effectively educate all of the children in our schools. One of the most important educational efforts being made in this regard is bilingual-bicultural education for children from Spanish-speaking families. According to the 1960 census 3.5 million persons of Spanish surname were living in the five states of Arizona, California, Colorado, New Mexico, and Texas. (28) Current estimates (in 1973) are close to eight million.

While there are signs that the achievement gap as measured by standardized tests is narrowing between the Anglo and Mexican-American populations (7), there is still much progress to be made, not only in encouraging Mexican-Americans to stay in school, but to meet their needs while they are enrolled. In the past, Mexican-Americans have faced difficulty in the educational system due to the school's reflection of the Anglo societal structure. An outward sign of this is the strict adherence to the English language which has prevailed. Gaarder (4) cites evidence that the 'handicap' of bilingualism is not caused by bilingualism itself, but rather by school policy (values) regarding the teaching of the languages and the sociological factors intrinsic to the school itself. The effects of living part of the time in one culture and part of the time in another with fundamental differences between them has created definite educational and psychological difficulties for Mexican-Americans. (1) (20) (25) The low educational levels attained by Mexican-Americans testify to this reality. (7)

In recent years there has been a growing awareness among Mexican-Americans of what they need from the schools and who they can contribute to the educational process. They are protesting the school's past inability to educate the bulk of their children successfully. The numerous organizations which have been formed and actions which have taken place recently are evidence of their increasing insistence that the schools seriously take their demands into account. (13)

Our task, then, is to find more ways to meet the needs of Mexican-Americans. Bilingual-bicultural education is a step in the right direction. The challenge that we still face is to increase the effectiveness of the program by finding more ways to focus on the child, valuing him and involving him. We need to enhance the

program with activities for students which encourage them to eagerly and spontaneously express themselves, thereby contributing who they are and what they know to the learning process.

Responding to the Need

Bilingual-bicultural education programs were adopted when educators started to look closely at how Spanish-speaking children were feeling about themselves at school. Concern began to mount that these children feel good about themselves in order that their motivation to become actively involved in the learning process be increased.

As bilingual education came into being as a result of concern for the feelings of Mexican- American children, it is carried out most effectively when this objective is kept in mind. When the program becomes an integral part of the curriculum, one must define it and explain its rationale. Sometimes it is better to define first what it is not, and then what it is.

Bilingual education is not merely using the first language of a child as a bridge to English and then eliminating the first language as proficiency in English is attained. It is the total development of the child bilingually so that he can function within his own capabilities in two languages. This means that in the beginning the basic concepts must be taught in the first language.

El Desafío

Como educadores nos estamos dando cuenta de la responsibilidad de educar a todos efectivamente en nuestras escuelas. Uno de los esfuerzos educacionales más importante que se está haciendo en esta vista de que es educación bilingüe-bicultural para los niños de habla español. Segun el censo de 1960 tres millones y medio de personas de apellido español vivían en los Estados de Arizona, California, Colorado, Nuevo México, y Tejas. Estimaciones corrientes en 1973 son cerca de ocho millones.

Mientras hay señales que las brechas logradas como son medidas por examenes controlados estan encogiendo entre el ánglo y Mexicano Americano, todavía hay mucho progreso que hacer, no solo en animar a mexicanos que se esten en la escuela, sino a que hallen sus necesidades mientras esten en la escuela. En el pasado, los Mexicano-Americanos han encontrado dificultades en las sistemas educacionales debidas a la refleció de la escuela de la estructura sociedad del ánglo. Una señal externa de esto es adherencia estricta a la idioma inglés, cual ha prevalecido. Vistas evidencias que el desventajo del bilingüismo. No es causado por lo bilingüismo, pero por las reglas de escuela tocante a la enseñanza de las idiomas y los factores socialógicos intrínsecos a la escuela misma. Los efectos de vivir parte del tiempo en una cultura y parte del tiempo en otra con diferencias fundamentales entre ellos ha creado definitas dificultades educacionales y psicológicas para los Mexico-Americanos. Los niveles educacionales bajos logrados por Mexico- Americanos testifican a esta realidad.

En años recientes ha habido enteraciones crecientes entre Mexico-Americanos de lo que nesecitan de la escuela y como pueden contribuir al proceso educacional. Ellos estan protestando el pasado de la inabilidad de la escuela de educar el magnitud de sus niños con éxito. Las organizaciones numerosas cuales han sido formadas y acciones que han sucedido recientemente son evidencias de sus insistencias elevadas que las escuelas seriamente toman sus peticiones en cuenta.

Nuestra torea, entonces, es de hallar más modos de encontrar las nesecidades de Mexico Americanos. La educación bilingüe-bicultural es un paso muy bien puesto. El desafío que nos hace frente todavía es de elevar lo efectivo del programa por hallar más modos para enfocar en el niño, dando valor a él e implicándole. Debemos de elevar el programa con actividades para alumnos cuales les anima que ansiosamenta y espontaniosamente se expresen, con eso contribuyendo quienes son y que saben al proceso de aprendizaje.

Respondimiento a la nesecidad

Educación bilingüe-bicultural fué adoptado cuando educadores empezaron a darse cuenta como los niños de habla español se sentían de si mismo en la escuela. Concernamiento empezo a montar de que estos niños se sientan bien de si mismo para que su motivación de implicarse activamente en los procesos de aprendizaje sea elevada.

Así como la educación bilingüe tuvo su nacimiento como un resultado de concernamiento por el sentir de los niños Mexico-Americanos, se cumple más efectivamente cuando este objetivo se lleva en la mente. Cuando el programa llega a ser una integral parte del curriculo, uno debe de definarlo y explicar su exposición. A veces es mejor definar lo que no es, y luego lo que no es.

Educación bilingüe no es solamente usar el primer idioma del niño, como puente al inglés, y luego quitando el primer idioma cuando se ha obtenido hábil en inglés. Es el total desarrollo del niño bilingüemente para que él pueda funcionar dentro de sus capacidades en dos idiomas. Esto quiere decir que al empezar los conceptos básicos deben de ser enseñados en el primer idioma.

The following is a quotation from Dr. Mario Pei, formerly Professor of Romance Philology at Columbia University: "My own personal experience and that of all people I know who are in the same situation, leads me to support your stand and oppose the view of many. When my family came to America (I was 7 at the time), my parents insisted on the use of Italian as the official home language. The result was that I grew up completely bilingual (which I continue to be; English was acquired with relative ease at school and through outside contacts, by what I attempted to describe as a process of osmosis); and I may add that my bilingualism stood me in very good stead later on when in high school I undertook the study of Latin, Greek, and French. For this, and many other things, I bless the memory of my parents each day.

The value of bilingualism (or multilingualism) from the child stage can scarcely be over estimated. It gives you two, three, four strings to your bow. It serves a multitude of practical purposes, not merely when you travel abroad as a tourist, but right on your own home ground. I have both helped and been helped by people to whom I could speak in their own language. It is the biggest builder of public relations I can think of. Above all, it removes you from the spirit of insecurity and tends to make you a citizen of the world.

The theory that the practice of bilingualism weakens either or both languages in my opinion holds no water at all. The person who by reason of environment or natural equipment tends to be illiterate or inarticulate in two languages will be equally illiterate and inarticulate in one.

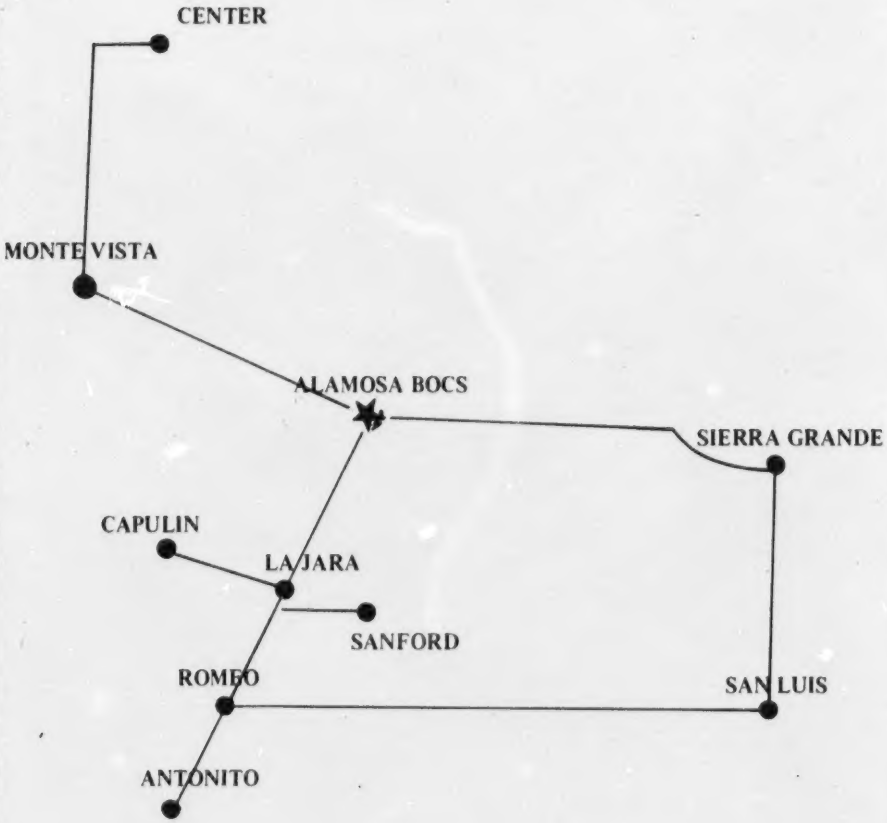
Unfortunately we have not yet been able to root out social and educational inequalities, and perhaps may never get around to rooting out what seems to be inherited levels of general intelligence and ability in the use of the organs of speech. So far as my own experience is concerned, proficiency in language use does not at all depend on the numbers of languages involved. I do think it is better to be able to handle a language in substandard or dialectal fashion than not to be able to handle it at all." (end of quote)

Lo siguiente es una cotización del Doctor Mario Pei, anteguamente Profesor de Filológia Romance en la Universidad de Colombia: Mi esperiencia personal y aquella de la misma situación, me conduce a apoyar su puesto y desapoyar el punto de vista de muchos. Cuando mi familia vino a América (yo tenia 7 años de edad), mis padres insistían en el uso del lenguage italiano como la lengua official del hogar. El resultado fué que crecí completamente bilingüe (cual continua a ser; el inglés fué adquirido con facilidad en la escuela y por contactos exteriores, por los cuales tento de describir como proceso de osmosis); y agrego que mi bilinguismo fué un afirmamiento posterior cuando en el colegio emprendí el estudio latino, griego, y francés. Por ésto, y muchas otras cosas, yo bendizco las memorias de mis padres diariamente.

El valor de bilingüilismo, (o multilingüilismo) del escenario del niño escasamente puede ser presupuesto. Le da dos, tres, cuatro cuerdas a su arco. Sirve de una multitual de resultos practicales, no solamente cuando uno viaja en el extranjero como turista, pero en su misma tierra. Yo he ayudado y he sido ayudado por gente que le he podido hablar en su propia lengua. Es la más creadora de amistades que sé yo. Sobre todo, lo traslada del espiritu de inseguridad y lo dirige a hacerle un cuidadano del mundo.

La teoría de que la práctica de bilingüilismo debilita cualquier o los dos idiomas en mi opinion no tiene sentido ninguno. La persona que por razón de ambiente o equipaje natural traslada a ser analfabeto o inarticulado en dos idiomas será igualmente analfabeto y inarticulado en una.

Desafortunadamente no hemos sido capáz de desarraigar los injusticias sociales y educacionales, y quizá nunca podremos disarraigar lo que parece ser niveles de heredo de inteligencia y habilidad general en el uso de los órganos de idioma. Tanto como mi experiencia es afectuosa, habilidad en uso del lenguaje no depende del todo en el numero o variedad de idiomas implicadas. Yo sí creo que es mejor ser capáz de hacer uso del idioma en modos substanciosos o dialécticos que no ser capáz de usarlo del todo. (fin del cotización)



● – Indicates Project Sites.

Evaluation Findings

The Tests of Basic Experiences (TOBE) Levels K-L were administered to 325 students in the kindergarten and first grade classes in the project in September and again in April of the 1972-73 school year. 137 kindergarten students and 188 first grade students representative of those classrooms participating in Bilingual-Bicultural Education. The pre-test scores were used to determine the strengths and weaknesses of both individual students as well as total class scores. Teachers were given immediate feedback on each individual child's scores for grouping purposes. The post-test scores were used to determine what progress the children have made throughout the school year. These gains were measured in terms of percentage of items answered correctly on these sub-tests. Teachers were given immediate feedback of the post-test scores. This will enable teachers and central staff to establish baseline date for forthcoming years.

Instruction

The date reflected herein is that for the objectives submitted to the teachers for the 1972-73 school year.

Eleven performance objectives were submitted for the kindergarten level. These objectives were revised from those submitted in the proposal to facilitate evaluation. These objectives were agreed upon by principals, teachers, and teacher aides as submitted by the project director and evaluator. The sequence in which to follow was established in an in-service meeting by all project staff. The objective may be observed in Appendix A. *

The first grade objectives had similar method and procedures in establishing them for classroom use. Using a simple to complex method, the teachers agreed to focus on the ten objectives submitted whenever time and scheduling permitted. These objectives may be observed in Appendix B.*

*Appendices not available

- Surveys of parental attitudes of Bilingual program were completed during the mid-year and final evluations.

- Units were completed and disseminated to the project staff. See Appendix I.*

- Evaluation procedures and materials pertinent to the total program were conducted throughout the school year.

- Materials were reviewed throughout the school year by project personnel. See Appendix I.*

- Records of all materials ordered throughout the school year are kept in the central office.

Summary

This evaluation and its findings show that all the activities scheduled and conducted as prescribed for this project year were successfully achieved. The product findings in this evaluation indicate that all operational components within project 15-0529 did indeed achieve its desired goals.

The internal evaluator, through observation and data gathering, feels that most classroom teachers and aides are well on their way to knowing what Bilingual-Bicultural Education should be. Many of the teachers have developed within themselves a sense of dedication both to the project and especially to those children participating in the program.

*Appendices not available

Findings Show

The children in the Bilingual-Bicultural program are making excellent progress in achieving all the performance objectives. Review of progress charts as submitted by project personnel, checklists, analysis of the mid-year evaluation, and findings in the final evaluation does indicate that the objectives are being met.

The data reflecting the final evaluation of the objectives is in Appendix A-B of this report. These objectives are listed by school, number of students in each classroom or district, and the number of children completing the objectives.

Teachers and aides are performing well in the area of instruction. These observations are reflected in the job performance inventories as submitted by the evaluator.

The mid-year evaluation makes some suggestions for improvement, all those suggestions were worked on and a great effort was made by all to meet these suggestions. There is still one area that needs to be improved:

- All evaluations be submitted on the date scheduled.

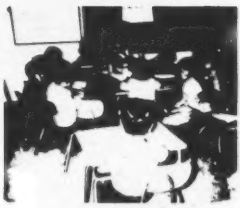
Staff Development

The date submitted herein does not include the data up to the mid-year evaluation. It does reflect the evaluation to date as set forth by the program pertaining to the product-process performance objectives of the staff development component of project 15-0529. This date may be observed in Appendix F.*

Findings Show

- Inservice sessions were conducted on a monthly basis for project staff.
- Teachers and aides were involved in in-service outside the project staff.
- Attendance of project staff was excellent for the in-service meetings.

*Appendices not available



Community Involvement

Evaluation utilized minutes submitted by the community contact personnel to assess the community component of this project. Those minutes submitted to the project director and may be viewed at the central office. A sample of this date is reflected in Appendix J.*

Findings Show

- Parent meetings were planned by community representatives and project director. - The community representatives in conjunction with the project guidelines and staff did indeed seek and utilize community resources for classroom use.

- Community representatives, project teachers and aides did conduct social gatherings throughout the school year.

- Parents of children in the project did make regular observational visitation to the classrooms as indicated by the classroom visitation reports.

Management

Job performance inventories, observational analysis and review of project time lines was utilized to assess the management component of project 15-0529.

Findings Show

- Los "Noticias" were sent to all project personnel throughout the school year.

– News releases were made available to the local newspapers.

* Appendices not available

OUR PRESENT STAFF

Felíx Garciá	Director
Walt Gomez	Evaluator
Phyllis Garciá	Bilingual Teacher
Anita Córdova	Bilingual Teacher
Juanita Segura	Bilingual Teacher
Angelina Kollasch	Bilingual Teacher/Regular
Adah Morgan	Bilingual Teacher/Regular
Terry Manzanares	Bilingual Teacher
Norma Valdez	Bilingual Teacher
Vivian Lara	Bilingual Teacher
Betty Padilla	Bilingual Teacher
Martha Valdez	Bilingual Teacher/Regular
Mary Ann Velasquez	Bilingual Teacher
Margarita Lucero	Regular Teacher
Vida Southern	Regular Teacher
Margaret McDaniel	Regular Teacher
Jacqueline Farley	Regular Teacher
Nancy Cunningham	Regular Teacher
June Dunn	Regular Teacher
Joan Lorenz	Regular Teacher
Virginia Shaffer	Regular Teacher
Orlinda Taylor	Aide
Sally Vasquez	Aide
Lorraine Dominguez	Aide
Mercy Salazar	Aide
Viola Medina	Teacher
Thelma Manchego	Aide
Judy Duarte	Aide
Sarah Pacheco	Teacher
Viola Vigil	Teacher
Ester Romero	Teacher
Betty Martinez	Aide
Ercilia Medina	Aide
Gloria Quirico	Teacher
Judy Manchego	Aide
Pressie Medina	Teacher
Susie Broyles	Teacher
Evangeline Gurule	Teacher
Laura Johnson	Teacher
Jeanette Lucero	Teacher
Joe Rael	Teacher
Ester Velasquez	Teacher
Lena Velasquez	Teacher
Loretta Burke	Teacher
Edenia Jones	Teacher

Alice Stahl	Teacher
Esther Bartel	Teacher
Gertrude Trujillo	Aide
Jesse Rogers	Teacher
Cathy Coombs	Aide
Dee Hoyle	Teacher
Lucy Martinez	Teacher
Diane Dexter	Aide
Renee Doyle	Teacher
Rose Gallegos	Teacher
Marcelina Marquez	Aide
Angelica Perea	Aide
Irene Rivera	Teacher
Neomi Alire	Aide
Rosemary Córdova	Aide
Arlene Garnett	Teacher
Betty Gutierrez	Aide
Eunice Harris	Teacher
Juanita Kelley	Teacher
Edith Lillpop	Teacher
Rita McAninch	Teacher
Elizabeth Merkey	Teacher
Selia Naranjo	Aide
Emily Quintana	Aide
Elaine Salazar	Aide
Pauline Velasquez	Aide
Berlinda DeHerrera	Aide
Sheila Holman	Teacher
Claudine Jaramillo	Aide
Mercy Jaramillo	Aide
Cecilia Montoya	Aide
Radeen Sigmon	Teacher
Laura Roberts	Teacher
Cathy Serna	Aide
Aurora Vialpando	Aide
Marilyn Smith	Teacher

* COMMUNITY CONTACT PERSONS *

Jenny Gallegos	Rt. 1, Box 15	Sanford, Colorado
Mary Serna	San Luis	San Luis, Colorado
Teddy Medina	1205 Grant	Monte Vista, Colorado
Alice Espinoza	Romeo	Romeo, Colorado
Francis Medina	809 Clay	Monte Vista, Colorado
Rev. David Keiry	356 E. 4th	Center, Colorado
Marie Medina	Ft. Garland	Ft. Garland, Colorado
Stella Medina	Rt. 1, Box 559	La Jara, Colorado
Lou Gallegos	Box 61	Conejos, Colorado
Maria Gurule	Box 84	Capulin, Colorado